

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number Civic Engagement 50SL
 Course Title Engaging Los Angeles
 Indicate if Seminar and/or Writing II course _____

- 1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis XX
- Social Analysis XX

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course is an examination of the recent history of multiple ethnic and racial groups in Los Angeles, as well as an analysis of the current economic, social and political challenges faced by those living or working in a minority/majority urban area. Students will be required to gain an appreciation of our region's historical and social context in order to understand how the region is currently organized and the social issues that are being raised regarding equity and access to resources. In addition to completing required reading and writing assignments, all students will be engaged in meaningful work for a non-profit or governmental organization in Los Angeles. This will provide the opportunity to integrate classroom lectures and discussions with experiences or interactions in the communities of Los Angeles. A final paper and exam will provide the opportunity to synthesize these various sources of learning to fulfill the course learning objectives.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Kathy O'Byrne, Academic Administrator

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 3

4. Indicate when do you anticipate teaching this course over the next three years:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	<u>80</u>
2015-2016	Fall	_____	Winter	_____	Spring	_____
	Enrollment	<u>120</u>	Enrollment	<u>120</u>	Enrollment	<u>120</u>

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Students will compare and contrast the experiences of multiple ethnic or racial communities in Los Angeles, through course readings and service learning.

Ethical Implications

Students will gain an appreciation for the ethical and social justice issues that have shaped policy and practice of elected officials in the Los Angeles region.

Cultural Diversity

Students will be working at service learning sites in diverse communities throughout Los Angeles, and reading required texts that provide scholarly analysis of the multiple perspectives among Los Angeles residents.

Critical Thinking

Since students will most likely encounter texts that describe research and experiences of people different from themselves, they will be asked to reflect on their own worldview, perspectives on urban planning or policy and the future directions to address challenging issues that affect the region (e.g., environmental quality).

Rhetorical Effectiveness

Problem-solving

Service learning partners in the community will design meaningful projects that involve research on solving pressing contemporary issues, including (but not limited to) environmental issues or human relations. They will be supervised by local leaders who are working to address these problems.

Library & Information Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- 1. Lecture: 3 (hours)
- 2. Discussion Section: 1 (hours)
- 3. Labs: _____ (hours)
- 4. Experiential (service learning, internships, other): 5 (hours)
- 5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week **9** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- 1. General Review & Preparation: 1 (hours)
- 2. Reading: 3 (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: 2 (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: _____ (hours)
- 7. Research Activity: _____ (hours)

(B) TOTAL Out-of-class time per week **6** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15

(HOURS)

Engaging Los Angeles

Civic Engagement 50SL (5 units)

Instructor: Kathy O'Byrne, Ph.D.

Director, UCLA Center for Community Learning

Course Description

Civic Engagement promotes an awareness of current events as well as participation in public life, with the goal of developing a diverse democracy. This service learning course focuses specifically on the diverse communities of Los Angeles through lectures and discussions, and offers students the opportunity to have sustained contact with persons different from themselves through their work with a community partner. Students will have the opportunity to analyze the general shared history of Los Angeles, and compare or contrast the experiences of several different racial/ethnic groups in Los Angeles. By engaging in meaningful work off-campus, students can reflect on the assets, injustices and inequities that have shaped the experience of native or immigrant communities. The course provides an analysis of our city in which residents coexist and interact, while managing tensions and social justice issues inherent in a minority/majority city.

Learning Objectives

By the end of the course, students will

- Learn the general history and influences which shaped present-day Los Angeles;
- Gain a general understanding of the current complex and dynamic nature of Los Angeles, and the diverse communities living and working in the city;
- Compare and contrast the existence of experiences of African-American, Asian-American, Latino, and Jewish communities in Los Angeles;
- Understand the current social justice issues that frame the economic, political, environmental and cultural discussion of “quality of life” in Los Angeles;
- Learn about the assets in Los Angeles that contribute to its vitality and reputation.

Definition of Civic Engagement

Civic Engagement involves the development of the knowledge, skills and abilities to be an effective citizen in a diverse democracy. When individuals and communities are engaged, they demonstrate a fundamental knowledge of collaboration and effective communication, as well as the inclusive values and ethics that produce social change. Civic engagement projects may include (but are not limited to) direct service, research, policy development, community organizing, or program development.

Definition of Service Learning

Service learning is a form of civic engagement. It is a research-based strategy for teaching and learning that combines classroom activities with meaningful work in the community. Reflection connects the two, through regular discussions and integration with graded assignments. The experiences off-campus become another “text” for the course and offer opportunities to enhance both cognitive and affective learning. Service learning also invites the learner to examine issues of social justice, fairness, an open climate for dissent, a diverse democracy and one’s responsibilities in a civil society.

Service Learning Requirement

All students in the class will be required to work at least 20 hours at their off-campus service learning site, during weeks 3 through 9. Each student will be part of a group, providing meaningful work that is designed in advance with the community partner. Students working in the same communities will participate in the same discussion section for the course. Time sheets with a supervisor’s signature are due in week 10 to provide evidence of consistent and extended participation.

Community Partners

Teams of students will work with a community partner for seven consecutive weeks during the quarter. Projects will be created by community partners, in collaboration with the course instructor. These might include direct service, research or public policy work. The students’ meaningful work will be designed to accommodate the time available, with a reasonable scope and size of effort that helps each community partner meet their goals.

Community partners will include non-profit agencies or governmental organizations. Each partner will meet in advance of the quarter to design projects, and have opportunities to provide feedback on the students and their contributions.

Required Reading

Gottlieb, R. (2007). Reinventing Los Angeles. Cambridge, Mass.: MIT Press.

Hunt, D. & Ramon, A. (Eds.) (2010). Black Los Angeles: American Dreams and Racial Realities. New York, NY: New York University Press.

Ochoa, E.C. & Ochoa, G.L. (2010). Latino Los Angeles: Transformations, Communities and Activism. Tucson, AZ: University of Arizona Press.

Rice, C. (2012). Power Concedes Nothing: The unfinished fight for social justice in America. New York, NY: Simon and Schuster.

Saito, L.T. (1998). Race and Politics: Asian Americans, Latinos, and Whites in a Los Angeles Suburb. Chicago, IL.: University of Illinois Press.

Smith, A.D. (2003). Twilight: Los Angeles, 1992. New York, NY: Dramatists Play Service, Inc.

Starr, K. (1986). Inventing the Dream: California through the Progressive Era: (Americans and the California Dream).

Current Events

A portion of every class meeting will focus on current events in Los Angeles in the previous week, as reported in the Los Angeles Times. This will take the form of a brief presentation/update of issues and communities that are related to the course syllabus. There will also be two graded, unannounced pop quizzes on current events.

Weekly class schedule

Week	Lecture and Discussion Topics
1	<u>Overview of course. Intro lectures on civic engagement, diversity and higher education, service learning, Los Angeles as a region. Overview of community partners for service learning. Current events.</u>
2	<u>History of the city of Los Angeles, maps, geography, sports, economics and politics. Current events.</u> <i>Required Reading: Starr: chapters 1, 2, 3, and 7.</i>
3	<u>Communities in Los Angeles: who lives where, movements over time, immigration, changing neighborhoods. Current events.</u> <i>Required Reading: Hunt & Ramon: chapters 1, 2 and 3; Ochoa & Ochoa: chapters 1, 2, 3, 4, and 5; Gottlieb: chapter 7; Saito, Introduction and chapter 1.</i>
4	<u>1992 in Los Angeles: the events, reaction and context. “Civil unrest” or “riots”?</u> Current events. <i>Required Reading: Smith (all); Rice: chapters 7, 8,9,10 and 11; Saito: chapters 2 and 3.</i>
5	<u>LAPD transitions, mayors, gangs, crime and safety in Los Angeles. Current events.</u>

Required Reading: Hunt & Ramon: chapters 5, 6; Ochoa & Ochoa, chapter 10; Rice: chapters 15, 16, 17, 18, 19 and 20.

- 6 **MIDTERM EXAM**
 Guest Speakers on “Youth in LA”: Gang Prevention, Foster Care programs, LAUSD challenges.
- 7 **Labor and organizing in Los Angeles. Current events.**
 Required Reading: Ochoa & Ochoa: chapters 11 & 13; Hunt & Ramon: chapter 15;
 Guest Speakers: UCLA Downtown Labor Center
 Outline for service learning paper provided in class.
- 8 **Environmental Issues in Los Angeles: water, cars and freeways, environmental justice. Current events.**
 Required Reading: Hunt & Ramon: chapter 14; Gottlieb: chapters 1, 2, 3, 4 and 5; Saito: chapter 5.
- 9 **The Arts, the Entertainment Industry and Los Angeles. Current events.**
 Required Reading: Starr: chapters 9 and 10; Hunt & Ramon: chapters 8,9,10 and 11.
 SERVICE LEARNING PAPER DUE.
- 10 **Guest speakers: Museum of Tolerance**
 Free speech, human rights and tolerance.

Graded Assignments

- Midterm Examination.....20% of course grade
 In-class during week 6. Short essay questions.
- Two pop-quizzes on current events.....20% of course grade
 In-class, unannounced. Short-answer questions.
- Service learning and diversity paper.....25% of course grade
 8-page paper due week 9, integrating your work at the service learning site with lectures and required readings. Outline to be provided in week 7.

Participation in discussion sections.....10% of course grade

Each discussion section will focus on students’ service learning experiences, and observations of the intersections among Los Angeles communities (e.g, Latino, African-American, Asian-American, White and/ or Jewish LA). This will provide an opportunity to analyze and reflect on specific content from the lectures and required reading.

Final exam.....25% of course grade

Academic Dishonesty

All UCLA policies and procedures concerning academic dishonesty, including plagiarism, apply to this course. Please consult the UCLA catalogue for details and descriptions.



UCLA Course Inventory Management System

[Main Menu](#)
[Inventory](#)
[Reports](#)
[Help](#)
[Exit](#)

New Course Proposal

	Civic Engagement 50SL			
	Engaging Los Angeles			
Course Number	Civic Engagement 50SL			
Title	Engaging Los Angeles			
Short Title	ENGAGING LA			
Units	Fixed: 5			
Grading Basis	Letter grade or Passed/Not Passed			
Instructional Format	Lecture - 3 hours per week Field Work - 8 hours per week			
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]			
GE Requirement	No			
Requisites	None			
Course Description	Service learning course focusing on the diverse communities of Los Angeles. Analyze the general shared history of Los Angeles. Compare or contrast the experiences of several different racial/ethnic groups in Los Angeles. Engage in meaningful work off-campus to reflect on the assets, injustices and inequities that have shaped the experience of native or immigrant communities. The course provides an analysis of our city in which residents coexist and interact, while managing tensions and social justice issues inherent in a minority/majority city.			
Justification	Increased interest in service learning courses from students.			
Syllabus	File CIVIC 50SL syllabus 15S.docx was previously uploaded. You may view the file by clicking on the file name.			
Supplemental Information				
Grading Structure	Midterm Examination 20% Two pop-quizzes on current events 20% Service learning and diversity paper 25% Participation in discussion sections 10% Final examination 25%			
Effective Date	Spring 2015			
Instructor	Name	Title		
	Kathy O'Byrne	Instructor		
Quarters Taught	Fall	Winter	Spring	Summer
Department	Civic Engagement			
Contact	Name	E-mail		
Routing Help	BROOKE WILKINSON	bwilkinson@college.ucla.edu		

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

Role:	
Status:	Added to SRS on 12/12/2014 4:30:51 PM
Changes:	Short Title
Comments:	created short title
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Approved on 12/9/2014 12:46:32 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office.
Role:	FEC Chair or Designee - Bristow, Joseph E (JBRIKSTOW@HUMNET.UCLA.EDU) - 54173
Status:	Approved on 12/8/2014 3:46:28 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 12/5/2014 4:41:03 PM
Changes:	No Changes Made
Comments:	Routing to Joe Bristow for FEC approval.
Role:	Department Chair or Designee - O'byrne, Kathy (KOBRYNE@COLLEGE.UCLA.EDU) - 57867
Status:	Approved on 12/5/2014 9:31:41 AM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 11/25/2014 4:28:08 PM
Changes:	No Changes Made
Comments:	Routing to Kathy O'Byrne, Director of the Center for Community Learning.
Role:	Dean College/School or Designee - Audish, Lisa Michelle (LAUDISH@COLLEGE.UCLA.EDU) - 47245
Status:	Approved on 11/25/2014 3:33:16 PM
Changes:	No Changes Made
Comments:	Approved by Dean/Vice Provost Patricia Turner on 11/25/14. Approved on CIMS on her behalf by Lisa Audish.
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 11/13/2014 4:05:23 PM
Changes:	No Changes Made
Comments:	Routing to Lisa Audish for Dean Turner's approval.
Role:	Department Chair or Designee - Wilkinson, Brooke Elizabeth (BWILKINSON@COLLEGE.UCLA.EDU) - 54945
Status:	Approved on 11/13/2014 12:47:34 PM
Changes:	No Changes Made
Comments:	This course is approved by Michael Lens, Chair of the Civic Engagement Minor.
Role:	Initiator/Submitter - Wilkinson, Brooke Elizabeth (BWILKINSON@COLLEGE.UCLA.EDU) - 54945
Status:	Submitted on 11/13/2014 12:27:49 PM
Comments:	Initiated a New Course Proposal

[Back to Course List](#)

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045